**K-5ELA Lesson Plan**

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| **Teacher:**  **Michelle Lee, Brittany Baldwin, Anna Potts** | | **Grade:**  **2nd** | | | **Date(s)**: 8/28 (1 day) |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task 1- Story Mapping** | | |
| * **Essential Question(s):** \* How do characters develop throughout a story? \* How do good writers share their opinion with readers? \* How can a good speaker effectively share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Something Beautiful** by Sharon Dennis Wyeth  Chart Paper  Markers  Paper  Crayons | | | | **character** - one of the people (or animals) in a story  **character traits -** various aspects of the character such as physical appearance; personality; speech, behavior/actions; thoughts and/or feelings; interactions with other characters  **setting –** the story’s time and place  **problem** – what’s wrong in a story  **solution**- how the problem is fixed  **opinions-** how a person thinks or feels about something | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled (Me)  X Shared (We)   * Guided Practice (few) * Independent (you) | **Reading**  **Standards: RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **I Can Statement(s): I can retell the plot of story using the events in order.**  **Instructional Plan:**   * Teacher will introduce Something Beautiful by showing title and cover. Students will discuss and predict what they think will happen in the story. * Review procedures for read alouds * Teacher will review vocabulary (characters, setting, problem and solution) by referring to anchor chart and story from yesterday * Teacher will read story aloud, stopping to discuss unknown words and story elements * Teacher will guide students in filling in their own story map and creating pictures for the beginning, middle and end of the story (discuss plot) * Students will discuss story and elements with table groups | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Writing**  **Standards: W.2.1** Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section. **L.2.2.Demonstrate command of the conventions of standardEnglish capitalization,** punctuation, and spelling **when writing.**  **I Can Statement(s): I can write to express my opinion.**  **Instructional Plan:**   * Teacher will model drawing a picture of something she feels is beautiful and will discuss why (introduce vocabulary- opinions) She will remind students they are brainstorming and organizing their ideas. Explain that the first time they write is actually called a draft. * Students will discuss with table groups what they’re going to draw and write, teacher will walk around and help with ideas * Students will draw pictures of their “something beautiful” and begin opinion piece about why they feel it’s beautiful * Have students place pictures on wall and let students “walk around the gallery” to view others’ work | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared   * Guided Practice * Independent | **Word Study**  **Standards: RF spelling inventory assessment**  **I Can Statement(s): I can spell words by hearing their sounds.**  **Instructional Plan: \***See Reading (Teacher will help students figure out new vocabulary in read aloud, by using context or picture clues).  Students will complete spelling inventory. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Speaking & Listening**  **Standards: SL.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  **I Can Statement(s): I can recount an experience that is true and makes sense.**  **Instructional Plan:**  \*see Reading and Writing plans (teacher will model discussion before students do it)  \* Review classroom rules and discuss how our classroom can be “something beautiful”  \* Explain to students they will be acting out “scenarios” of things that might happen in the room and how we want to handle them, so that it’s a respectful environment for everyone  \* Teacher will model acting one of the scenarios out with a few students.  \*Teacher will relate scenario to story (problem and solution) and begin anchor T chart of problem and solution  \*Students will get in small groups and act out scenarios for the class  \*Teacher will add problems and solutions to T-chart with student help  \*Class will review scenarios and discuss responding to problems in a positive and respectful way | | | | |
| **Closing/Summarizing Strategy** | Students will create their own rule booklet with illustrations and sentences. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will write why we have these rules in their booklet. | | Students can write with peer or teacher aid if needed. Sentence frames for students who are struggling. | | | Rule booklets will be made already, students will fill in key words and pictures. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Student writing sample, booklets/ discussion | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*